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### Specific Rules Governing Contests for County, District, and State Meets in Reading, Writing, and Arithmetic for One- and Two-Teacher Schools

## Division of Extension



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School

# TEXAS

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For general rules the reader is referred to the Constitution and Rules of the Interscholastic League, Bulletin No. 2622 (sent free on request), page 43.

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## THE SILENT READING EVENT

Time was (and still is in many school-rooms) when the reading lesson consisted in the teachers asking Johnny to read the first paragraph of the lesson aloud to the class. He was required to stand, hold his book in his left hand at proper slant and proper distance from his eyes, allow his right hand to hang by his side, shoulders thrown back, chin in and forehead out, pronounce his words distinctly and emphasize with his voice those parts of the selection which seemed to demand emphasis in order that the meaning of the piece might be made more manifest to his hearers. And certainly the teacher made no mistake in conducting the reading lesson in this way. The mistake consists in believing that reading had thus been completely taught.

Ninetv-nine per cent of the reading that one does after he has finished school is not oral reading at all, but silent reading. With the keen investigation to which school-room methods have been subjected in the past ten or fifteen years by educational psychologists, method-makers, testers, and others who are seeking to apply to teaching the methods of science, it has been developed that one may be a good oral reader and at the same time a poor silent reader and vice versa. Moreover, different methods are employed in teaching silent reading from those employed in teaching oral reading. It was found also that some children have great facility in silent reading while others in the same class have not.

"Recent class-room investigations have revealed the fact," says Wm. Scott Gray,\* "that pupils read at widely different rates. The good reader frequently reads as many as eight or ten words per second. On the other hand, pupils are found in the same class who read not more than two words per second. Because of the great difference in the efficiency of good and poor readers much attention has been given recently to the problem of increasing the rate of silent reading."

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\**Supplementary Educational Monographs*, University of Chicago Press, Nos. 21-24, p. 130.

## SAMPLE TESTS

Simple tests have been devised which enable any teacher to determine the rate of speed at which her pupils read silently and the thoroughness of their comprehension of the matter read.

In the September issue of the *Leaguer*, a sample test was given. Here is another:

*Test paragraph*, No. 1.—It was not until the late Civil War that Thanksgiving Day became in any sense a national one. Until that time its observance was confined almost exclusively to New England. But the proclamation of President Johnson, November 2, 1865, appointing a day for national thanksgiving, was indorsed by similar proclamations from the governors of all the states not of the late Confederacy, and since then the festival has steadily increased in popular favor, though many Southern States have been slow in its observance.

### Questions to Test Comprehension

1. Thanksgiving Day did not become a national holiday until after the Civil War. (True or false?)
2. Prior to 1865 this day was celebrated only in the far western states. (True or false?)
3. The governors of Southern States indorsed President Johnson's proclamation appointing November 2, 1865, as a day for national thanksgiving. (True or false?)
4. Since 1865 the festival has increased in popular favor. (True or false?)
5. The turkey, since it is so generally served for Thanksgiving dinner, has become a sort of symbol for Thanksgiving Day. (True or false?)
6. General celebration of Thanksgiving in the Southern States has been slower than in the Northern States. (True or false?)
7. In school and college communities no Thanksgiving Day is complete without a football game. (True or false?)

*Directions.*—Underline the word "true" if it is a true statement, and the word "false" if it is a "false" statement.

### RULES FOR CONDUCTING SILENT READING EVENT

1. *The reading test-sheets.*—The test-sheets referred to in these rules will consist of a number of paragraphs similar in difficulty to those appearing in the article printed in this bulletin under the sub-head "Sample Tests." More reading matter will be provided than any contestant can possibly read in the time allotted—five minutes. True and false statements will be given under each paragraph, and words "true or false" will be printed after each statement. The contestant shall be instructed to underline the word "true" if the statement is made in the paragraph (or can be derived from what is said in the paragraph), and to underline the word "false" if the statement does not occur in the paragraph or cannot be derived from what is said in the paragraph.

(NOTE.—A sample test-sheet will be mailed any teacher expecting to engage in this contest, free of charge, upon application to the State Office of the League.)

2. *Test-sheets furnished director.*—The Director of the Three-R Contest in each county will be supplied with test paragraphs for county meets. The Director should apply to the State Office for this material, estimating as nearly as possible the number of Three-R Contest sheet she will need. One sheet will be needed for each contestant.

3. *Distribution of test-sheets to contestants.*—The Director of the Three-R Contest shall list the contestants entered in the contest on a sheet of paper with postoffice address and school of contestant shown in each case, this sheet being called an "entry-list." He shall number the contestants on the entry-list consecutively, and then number a test-sheet for each contestant, giving the test-sheet the identical number that the contestant is numbered on his entry-list. This is for identification of the test-sheets after they have been returned to him. He shall then distribute the numbered test-sheets in the following manner: Call the contestant whose number is "one" and hand him the folded test-sheet number "one;" then call the contestant whose number is "two" and hand him the folded test-sheet numbered "two," and so on until all the test-sheets have been distributed. It is important to instruct all the contestants that the test sheets are not to be unfolded until the signal is given for the beginning of the contest.

4. *Signals.*—At a given signal, the contestants shall unfold their test-sheets and begin reading. This contest shall last five minutes, the conductor of the contest timing the contest and giving the signal for stopping. Each contestant at the stopping signal shall rise from his seat and fold his test-sheet. These shall then be delivered to the conductor of the contest, who shall pass them on to the graders.

5. *Grading the test-sheets.*—The graders shall give each contestant credit for five points for each correct answer given. If the word "false" is underscored after a false statement, the contestant is credited with five points, and if the word "true" following a true statement is underscored, the contestant is given credit for another five points, and so on. The highest grade will therefore be made by the contestant who gives the highest number of correct answers. Graders must remember that a statement may be true and yet not be "true" for purposes of grading the test. For illustration: the statement "George Washington was the first President of the United States" is true, and yet if that statement occurred after a paragraph in which this fact is not stated, or not capable of being derived from the statements in the paragraph, the contestant should underscore the word "false" after it. The grader shall total the "fives" given the correct answers and that total represents the score made by the contestant.

## RULES IN THE ARITHMETIC EVENT OF THE THREE-R CONTEST

1. *Contest problems.*—The County Director of the Three-R Contest will be furnished from the State Office of the League the contest-problems on a sheet of paper which the contestant shall use in solving the problems. The Director should request the contest problems from the State Office at least ten days in advance of the County Meet, estimating as nearly as possible the number of sheets he will need. One sheet will be required for each contest.

2. *Distributing test-sheets.*—The distribution of the sheets to the contestants and the numbering of the sheets shall be done in the same way as that prescribed in the rules for conducting the reading event of the Three-R Contest published herein.

3. *Signals.*—When the arithmetic sheets have been distributed in the manner prescribed, the conductor of the contest shall give a signal, and the contestants shall unfold their sheets and begin solving the problems. At the end of five minutes, another signal shall be given at which each contestant shall rise from his seat, fold his arithmetic sheet and the conductor shall collect them from the contestants, giving them to the graders. The contestants shall solve the problems in their numbered order on the test-sheet. Papers in which contestants “skip around” shall be disqualified.

4. *Grading.*—The contestant shall be given five points for each problem correctly solved. The total of the “fives” so given shall be his score in the arithmetic event. The arithmetic sheets so graded shall be given to the Director of the Three-R Contest.

5. *Difficulty of test-problems.*—In addition, the maximum size of the problem shall be five numbers of not more than four digits each. In subtraction, the minuend shall be not more than five digits and the subtrahend not more than four digits; in multiplication the multiplicand shall not be more than four digits and the multiplier not more than four digits; in division, the dividend shall be a number of not more than five digits and divisor a number of not more than two digits.

### Purpose of Arithmetic Event

The regular county arithmetic contest of the Interscholastic League places the entire emphasis on developing “Number Sense,” and a special bulletin is issued and distributed to schools interested in the same.

The arithmetic event of the Three-R Contest, on the other hand, emphasizes speed and accuracy in the four fundamental operations: addition, subtraction, multiplication, and division.

The rules are so devised that the contestant who can most quickly and accurately solve a given number of problems will inevitably win the contest. Training for this event should be, therefore, in speed and accuracy.

## DUTIES OF THREE-R DIRECTOR

This contest is worse than worthless unless it is properly conducted. The County Superintendent of Schools may, if he chooses, conduct the contest himself, or he may designate some one else as Director of the same. In case he elects to appoint a Director, it is hoped that he will make the choice with extreme care.

*Material.*—The Director of the Three-R Contest should assure himself in advance of the contest that he has the following material:

- 1.—Test-material from the State Office of the League.
- 2.—A watch with second-hand in good running order, or, preferably, a stop watch.
- 3.—A number of pencils for contestants who find themselves not provided with the same.
- 4.—Pens and ink for the writing contest. Of course contestants may use their own pens if they wish.
- 5.—A supply of writing scales (as published herein) for the graders of the writing contest. These may be had from the State Office.

*Selecting conductors and judges.*—The Director of the Three-R Contest should conduct each event of this contest himself. If, however, he is unable to do so, he should select a conductor and drill that person thoroughly in the rules. In this case, he should be accessible during the contest to act as referee in any dispute that may arise.

Graders for each event should be secured in advance. Three graders for the handwriting contest are necessary. One grader for each of the other events is sufficient unless there are a large number of contestants, in which case the work of grading will be facilitated by having a grader, say for every ten contestants. It is suggested that teachers in the elementary grades of the town and city schools are well-equipped to do this grading.

*Place on meet program.*—The Director should see to it that a definite place on the County Meet program (or District Meet program) is secured and a desirable room provided. The contest proper will not last longer than fifteen minutes.

*Doorkeepers.*—The contestants should be protected from any disturbance during the contest by stationing doorkeepers at the doors and preventing entrance or exit of any person during the contest and maintaining quiet in the halls adjoining the room in which the contest is held.

### AIDS AND REFERENCES

W. S. Benson & Co., Austin, Texas, publishers of the State-adopted text in handwriting, announces that a free copy of the Teacher's Writing Manual will be mailed upon request to any teacher who does not already have a copy, and cannot get one from the free textbook custodian. This company also states that it will be glad to enroll in its free correspondence course in penmanship all teachers who enter contestants in this contest.

Houghton Mifflin Company, Chicago, publishes a book by Frank N. Freeman, Professor of Educational Philosophy, University of Chicago, and Mary L. Dougherty, Instructor in Education, Johns Hopkins University, entitled "How to Teach Handwriting—A Teacher's Manual." This is a book of 300 pages by two high authorities in the subject.

In training for the arithmetic event, teachers will find Osburn's *Corrective Arithmetic*, helpful. It is published by Houghton Mifflin Company, Chicago.

Articles will appear in *The Leaguer* giving suggestions relative to training for the contest in handwriting, silent reading, and arithmetic.

Beckley-Cardy Company, Chicago, publishes a book by Alhambra G. Deming, entitled "Devices and Diversions for Vitalizing Teaching," in which the teacher will find many suggestions of value in the way of using plays and games to break the monotony of training in various curricular subjects.



Four score and seven  
 years ago our fathers  
 brought forth upon  
 this continent a new  
 nation, conceived in  
 liberty and dedicat-  
 ed to the propo-  
 sition that all are  
 created equal. Now  
 Now we are engag-  
 ed in a great civil war,  
 testing whether that

#### THE "GETTYSBURG EDITION" OF THE AYRES SCALE

This scale for measuring the quality of handwriting is taken from a revised edition of a scale first published in 1912 and subsequently reprinted twelve times with several minor revisions and with a total of 62,000 copies. The present scale may be referred to as the "Gettysburg Edition" of the Leonard P. Ayres scale in order to distinguish it from other editions. The original of "Three Slant Edition" and the scale for adult handwriting are not superseded by the present scale. Copies of any of the three scales may be secured for 10 cents each, postpaid, by addressing Department of Education, Russell Sage Foundation, 130 East 22nd Street, New York City.

To secure samples of handwriting the teacher should write on the board the first three sentences of Lincoln's Gettysburg Address and have the pupils read and copy until familiar with it. They should then copy it, beginning at a given signal and writing for precisely two minutes.

Four score and seven  
years ago our fathers brought  
forth upon this continent  
a new nation, conceived  
in liberty and dedicated  
to the proposition that all  
men are created equal.

Now we are engaged  
in a great civil war  
testing wheather that na-  
tion or any nation so conciev-  
ed and so dedicated, can

To score samples slide each specimen along the scale until a writing of the same quality is found. The number at the top of the scale above this shows the value of the writing being measured. Disregard differences in *style*, but try to find on the scale the *quality* corresponding with that of the sample being scored. With practice the scorer will develop the ability to recognize qualities more rapidly and with increasing accuracy.

If the teacher desires to compare the work of her pupils with the standards prepared by Dr. Ayres, she should send for the Ayres scale to the address above listed. That, however, is not necessary for the League contest.

The following objectives or specific aims of present writing teaching in the public schools are listed by Alice E. Benbow, Supervisor of Handwriting, Public Schools, Trenton, N. J., in *The Journal of Education Methods*, Vol V, p. 54.



Four score and seven  
years ago our fathers  
brought forth upon  
this continent a new  
nation, conceived in  
liberty, and dedicated  
to the proposition  
that all men are  
created equal.

Now we are engaged  
in a great civil war,  
testing whether that

1. To develop skill sufficient for pupils to write legibly, easily, and rapidly enough to meet present and social requirements.

2. To develop a good signature.

3. To appreciate the relationship between correct adjustment and efficient writing production and thus secure an individually correct healthful posture.

4. To secure acceptable and customary good arrangement and form for written work, margins, size, etc.

5. To diagnose individual handwriting difficulties and to interpret correctly methods of overcoming them.

6. To be conscious of coöperation between reader and writer, that is, the pupil should have constantly in mind that he is writing so that someone else may easily read what is written.

#### RULES FOR CONDUCTING THE WRITING EVENT

1. *Selection to be written.*—In the writing event of the Three-R Contest, the first three sentences of Lincoln's Get-

Four scores and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived

tysburg Address will be used and should be committed to memory by each contestant. The three sentences follow:

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created free and equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war.

2. *Paper and ink.*—Each contestant is required to write the specimen on regulation-sized tablet paper 8½x11 with pen and ink.

3. *Numbering contestants.*—The conductor shall assign each contestant a number, keeping a record of the number assigned to each contestant, his school and postoffice address. The contestant shall enter his number on his paper in the upper right hand corner and enclose the number in parenthesis. This is, of course, for identification purposes and to avoid entering the name of the contestant on the paper.

Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated

4. *Signals.*—The conductor of the contest shall see that all the contestants are ready and then at a given signal each contestant shall write for exactly two minutes, when a signal for stopping is given by the conductor of the contest. Attempting to write after the signal for stopping has been given may, at the option of the conductor, disqualify a contestant.

(NOTE.—This should be thoroughly explained to the contestants before beginning the contest. A good plan is for the conductor to require each pen to be raised overhead at the closing signal. The contestants may be practiced in this once or twice before beginning the contest so that it is certain that each contestant understands the signals, or the conductor may require each contestant to rise at the closing signal.)

5. *Graders.*—The Director of the Three-R Contest shall provide three competent judges to judge the writing contest. It is suggested that teachers in town and city schools should be available for judging, since these schools are not eligible to enter contestants.

Four score and seven years ago our fathers brought forth a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether this nation, or any nation so conceived and so ded-

6. *Grading the specimens.*—Each of the three judges shall grade each specimen by sliding it along the scale on the reverse side of this folder, until writing of the same quality is found. The scale provides samples from 30 to 90, by tens, and intermediate grades may be given, such as 75 or 62, if in the opinion of the judge, the specimen cannot be matched exactly in quality on the scale. The grader must not enter his grade on the specimen, but enter the number of the specimen and his grade opposite the number on another sheet of paper, thus: "Specimen 12 is graded 80." When each of the judges has graded each of the specimens, the chairman of the grading committee shall assemble the three grades for each specimen and average them. Thus if Specimen 8 receives the following three grades, 60, 65, and 50, and grade of the specimen will be the sum of three grades divided by three, or 58 plus.

7. *Speed: penalty and premium.*—One hundred forty letters in two minutes shall be taken as standard in this contest. A contestant failing to produce 140 letters in the time prescribed (two minutes) is penalized for the short-

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing

age at the rate of one-half a point for each letter. For illustration: Say that Specimen No. 10 is graded 70 and contains 110 letters, which is thirty letters under the standard. A deduction or penalty of fifteen will lower the final grade of Specimen 10 to 55.

A premium is granted those specimens containing more than 140 letters on the basis of one-half point for each letter above 140.

For convenience in counting the letters the selection is printed with numbers indicating the number of letters after each of the words.

Four 4 score 9 and 12 seven 17 years 22 ago 25 our 28 fathers 35 brought 42 forth 47 upon 51 this 55 continent 64 a 65 new 68 nation 74 conceived 83 in 85 liberty 92 and 95 dedicated 104 to 106 the 109 proposition 120 that 124 all 127 men 130 are 133 created 140 equal 145. Now 148 we 150 are 153 engaged 160 in 162 a 163 great 168 civil 173 war 176 testing 183 whether 190 that 194 nation 200 or 202 any 205

Fourscore and seven  
 years ago our fa-  
 thers brought forth  
 upon this continent  
 a new nation, con-  
 ceived in liberty,  
 and dedicated to  
 the proposition that  
 all men are created  
 equal. Now we are  
 engaged in a great  
 civil war testing

nation 211 so 213 conceived 222 and 225 so 227 dedicated 236  
 can 239 long 243 endure 249. We 251 are 254 met 257 on 259  
 a 260 great 265 battlefield 276 of 278 that 282 war 285.

It will be noted that the final letter of each word in the selection is numbered in the above selection, for illustration, the "g" of "testing" is the 183rd letter. This count holds, of course, only if all the words occurring previous to the last word written by the contestant are included. It is therefore necessary for the person making the count to see that no words have been omitted from the beginning to the last word that the contestant writes. No premium is awarded for additional letters included.

8. *Report grades.*—The Conductor of the writing contest shall report the final grades of each contestant in writing to the Director of the Three-R Contest. This shall be done immediately after the grades are available.